1:Stanford U. S-4, 5 1956 AF16 SW China
AF16

V. SOME OBSERVATIONS

A. The Character of Communist Education

•876 Two significant characteristics of the Communist educational system are the degree of specialization found in the school system and the centralization of control over the content of the subjects taught. The measures so far adopted by the Communists in reorganizing the schools, with emphasis on the development of technical institutions, are expedient in view of the urgency of economic reconstruction outlined in the first Five-Year Plan. The centralization of control begins with the indoctrination of the teachers and the centralized publication of textbooks. In other words, every teacher is told what to say and how to say it. To be sure, the Communists have yet to achieve complete uniformity in education in comformity with the Party line, but all possible efforts are made to guard against deviation.

B. Ideological Orientation and Its Effect on the People's Attitudes

The ideological orientation of the Communist educational system can be readily seen from the basic policies and the major movements instituted in Chinese education during the past five years. Through "education" the

1:Stanford U. S-4, 5 1956 AF16 SW China
[redacted] AF16

876 Communists expect to teach the Chinese people to hate "American imperialism" and to respect the Soviet Union as "the leader in the revolutionary bloc of nations." The social sciences taught in schools are oriented on the basis of Russian socialism, "because China must learn from the Russian revolutionary experiences." In technical courses, Russian technique is singled out as the "advanced model" to be copied. This is particularly observable in institutions of higher learning in North China. Hostility toward all non-Communist traditions and ideals is stressed throughout the country. Any person, Chinese or foreign, who is not sympathetic toward Communism is assumed to be either an actual or a potential enemy and is to be treated as such.

There is a lack of subtlety in the Chinese Communists' attempt to reconcile their theory of patriotism with their pro-Russian propaganda line. When they directed the teachers to abandon the use of English except in foreign language classes, they defended their position by saying that Russian would be taught in certain schools in order to expedite the process of translating certain Russian works into Chinese, but that even this practice would be terminated as soon as the goal was attained.[64] However,

64. People's Education, Feb. 1952, p. 7.

876 they failed to specify the time when such practices would cease. Since learning a foreign language is no easy matter, the substitution of Russian for English has been a controversial point and may remain an unresolved issue of the Communist ideological orientation in education.

C. Noted Inadequacies

871 Lack of teachers, as has been noted, will continue to hamper the development of education and the improvement of the standards of the schools. Lack of educational equipment can only be partially solved by improvisations. Lack of financial support for students causes preoccupation with means of livelihood when they should be studying. Above all, the lack of well-trained educational administrators will be the greatest obstacle to the Communists' efforts to achieve progress.

Despite government efforts to run the schools according to a centralized plan, the lack of co-ordination leads to the "piracy of teachers and students." Government agencies in need of technical personnel often call away teachers and students without notifying the school authorities. Although it is not clear if such practices are continuing in Southwest China, the situation was serious enough in 1951 for the Government Administration Council in Peking